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ABSTRACT

A research project was conducted to evaluate the impact of programs that prepare students for the occupation of homemaking. The survey focused on former students after high school, their homemaking responsibilities, and the impact of homemaking instruction. The 155 students in the random sample were from 62 North Dakota school districts; they had taken at least three semesters of consumer homemaking and were males and females from all academic ranks. Following graduation, 70 percent had enrolled in a postsecondary program. Homemaking responsibilities included greatest initial involvement in money management, housing, personal development and relationships, time management, and clothing. Most (79 percent) stated that homemaking classes had assisted them in preparing for independent living responsibilities. Foods and nutrition was identified as being helpful by the highest number (85 percent). Students also indicated assistance in money management (68 percent), time management (44 percent), personal development and relationships (62 percent), and clothing (79 percent). Almost all students (96 percent) identified personal gains from enrollment, including greater confidence, increased independence, satisfaction, and greater understanding of oneself and others. Of those who had belonged to Future Homemakers of America (42 percent), 72 percent indicated personal gains from participation. (The survey instrument, data breakdown, anecdotes, and case studies are appended.) (YLB)

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CONSUMER HOMEMAKING EDUCATION: WHAT ARE THE IMPACTS?

Final Report of a North Dakota Project

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Supporting Agencies:
North Dakota State Advisory Council for Vocational Education
North Dakota State Board for Vocational Education
University of North Dakota

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TABLE OF CONTENTS

Introduction 1

Procedures 1

Findings and Discussion 3

High School Background Information 4

Post High School Background Information 4

Homemaking Responsibilities 4

Impacts of Homemaking Instruction 9

Impacts of FHA-HERO Participation 12

Recommendations for Homemaking Programs 13

Conclusions and Recommendations 13

Selected References 16

Acknowledgements 17

Appendix A. North Dakota Consumer Homemaking Follow-up Survey . . . 18

Appendix B. North Dakota Consumer Homemaking Follow-up Survey: Student Selection Procedure 30

Appendix C. Participating Schools and Coordinating Teachers 32

Appendix D. North Dakota Consumer Homemaking Follow-up Survey: Data Breakdown 35

Appendix E. Anecdotes 48

Appendix F. Case Studies 51

What are the impacts of consumer homemaking education on students for whom programs were designed to serve? Are programs relevant for homemaking roles students assume? These are questions asked by teachers, administrators, school board members, legislators, and the public.

The purpose of this project was to provide a basis for answering these questions for North Dakota programs. Specific objectives were to:

(1) identify former student status with respect to employment, education, and marriage.

(2) identify former student homemaking responsibilities.

(3) determine the impact of homemaking instruction.

(4) determine the impact of participation in the Future Homemakers of America.

PROCEDURES

Numerous inputs were used to insure the validity of the project and the usability of the findings. First, the literature provided a basis for methodology and content. Second, both a project advisory committee and a panel of consultants were used throughout the study. These individuals provided input from classroom teachers and from specialists in vocational education, educational research, and state supervision. Third, preliminary interviews were conducted with former students. The purpose of these interviews was to determine the breadth of homemaking responsibilities and instructional impacts.

An interview instrument, the North Dakota Consumer Homemaking Follow-up Survey, was developed (see Appendix A, page 18). The survey consisted of the following sections:

High School Background Information
Post High School Background Information
Homemaking Responsibilities
Impacts of Homemaking Instruction
Impacts of FHA-HERO Participation
Recommendations for Homemaking Programs

The survey was developed and revised based on inputs previously identified; three specific notes should be made regarding the content and method. The content of the homemaking responsibilities section was based on skills of homemakers and North Dakota curriculum for the occupation of homemaking. In addition, because of the identified need for qualitative indicators of impact, sections related to impact used qualitative as well as quantitative questioning techniques; the remaining sections focused primarily on quantitative data. Finally, the survey was designed as a potential tool for classroom teachers conducting their own follow-up studies.

Two qualifications were established for students in the sample. First, students must have terminated high school one or three years previously. Because interviews were scheduled for 1981, targeted termination dates were 1978 and 1980. Second, students must have taken at least three semesters of consumer homemaking from grades 10 to 12.

A stratified random sample of school districts with vocational home economics education programs was drawn. Coordinating teachers in each district were requested to use a random procedure to select a specified number of former students; the actual number for each district was based on district consumer homemaking enrollment count (see Appendix B, page 30).

Of the 67 eligible districts in the sample, 62 (93%) provided names of former students while five (7%) declined to participate (see Appendix C, page 32). Of the 181 students identified, 155 completed interviews.

This figure represented 86% of the total names or 79% of the total potential sample. In addition, the overall response rate by years was almost identical; for 1978, 78 (80%) students responded while for 1980, 77 (79%) completed interviews. In total, the response was judged high for a follow-up survey of this type.

Data were analyzed according to the objectives. Structured responses (e.g., yes, no) were tabulated and percentages were computed. Responses to open-ended questions were classified into major content areas; then frequencies and percents were calculated. Responses from both structured and open-ended questions were then ranked from highest to lowest overall frequency by content area.

In addition, significant differences between the two groups were indentified. Only two sections showed differences: post high school background information and homemaking responsibilities. Percentages for the two groups were reported separately while all remaining sections were reported using combined percentages.

Telephone interviews were conducted February 16 to March 15, 1981. Three interviewers including the project director conducted the interviews. These interviewers were trained in interview techniques and in the use of the survey.

FINDINGS AND DISCUSSION

The complete data breakdown was reported in Appendix D. For the purposes of this report only the major points were discussed in the following section.

High School Background Information

The sample was predominantly females (93%), and high school graduates (99%). From grades 9-12, most students had taken food and nutrition (78%), comprehensive homemaking (67%), family relations (66%), child development (53%), and textiles and clothing (53%). Fewer students had taken housing and furnishings (35%), consumer education (7%), and home management (3%).

Post High School Background Information

Overall, the majority (73%, 67%)[1] had enrolled in a postsecondary program since high school. Half or less were employed full-time at the time of the survey (24%, 52%). Many students indicated involvement in more than one job or in both job and school (42%, 25%).

Homemaking Responsibilities

Students had assumed responsibilities in all six areas listed on the survey: foods; managing money; managing time; housing, home furnishings, and equipment; personal development and relationships; and textiles and clothing. Some difference was apparent in the number and range of responsibilities within each area (see Table 1).

In the area of foods, the items with highest frequencies related to selecting from a menu when eating out, preparing meals when entertaining, and preparing foods for oneself. Clearly, students had had limited initial responsibilities in the foods area. Interviewers noted that living arrangements may have limited students responsibilities in this area; for example, many students lived in dorms or at home. As indicated by significant

[1] First figure represented data from 1980 group, or first year after high school; second figure was from the 1978 group, or third year after high school.

Table 1. Homemaking Responsibilities Assumed By Fifty Percent or More of Former Students

	Percentage of Students Assuming Responsibilities	
	1980 (Number=77)	1978 (Number=78)
Foods		
Select from menu when eating out	86	90
Prepare special meals when entertaining	69	75
Prepare foods for yourself	51	79
Buy most foods for yourself		74
Preserve food	53	53
Plan most foods which you eat		62
Plan/prepare foods for special diets		51
Managing money		
Use consumer information	99	100
Manage own personal finances	97	99
Have savings	82	86
Use credit	55	70
Have budget/plan for spending	64	55
Purchase insurance		69
Use budget/plan for spending	58	
Managing time		
Organize time on a day to day basis	73	81
Housing, home furnishings, equipment		
Care for furnishings	94	95
Select housing	91	92
Arrange furnishings	91	87
Plan storage	85	86
Select equipment/appliances	80	84
Select furnishings	74	87
Purchase equipment/appliances	71	79
Make simple home repairs	74	73
Purchase furnishings	55	77
Renovate/restore furnishings	54	
Personal development/relationships		
Develop new relationships	97	100
Participate in self improvement activities	62	74
Make family living decisions	51	61
Deal with situations upsetting to me		58

	Percentage of Students Assuming Responsibilities	
	1980 (Number=77)	1978 (Number=78)
Textiles and clothing		
Select clothing	100	99
Buy clothing	94	100
Repair clothing	90	92
Care for soiled clothing	85	91
Plan wardrobe	89	88
Make clothing decisions for others	50	60

differences in items, foods responsibilities increased over time (see Table 2).

In the area of money management, almost all students reported that they had assumed responsibility for managing their own personal finances. A smaller smaller percentage reported having a budget/spending plan and using a budget/spending plan. Most students also had had experience with savings and with credit; the most common items for which credit was obtained were for education and for a car or truck. In terms of significant differences, students three years after high school were more likely to have had responsibilities in purchasing insurance; they were also more likely to have a retirement plan. This difference was attributed to change in employment status.

Almost all students reported using consumer information, specifically labels, sales information, and warranties and guarantees. Students reported less use of information as related to energy efficiency; interviewers noted that examples cited by students related primarily to selection of cars.

Table 2. Homemaking Responsibilities Showing Significant Differences Between Groups

	Percentage of Students Assuming Responsibilities	
	1980 (Number=77)	1978 (Number=78)
Foods		
Buy most foods for self	45	74
Plan most food which you eat	33	62
Buy most foods for your family/others	28	48
Prepare foods to supplement what is served	39	21
Managing money		
Purchase insurance	44	69
Car/truck	37	57
Health/accident	21	46
Life	14	39
Home	5	17
Have retirement plan	6	20
Housing, home furnishings and equipment		
Purchase furnishings	55	77
Personal development/relationships		
Develop new relationships with boss/supervisor	60	81
Develop new relationships with children	47	71
Develop new relationships with spouse	12	31
Develop new relationships with in-laws	10	33
Decide to get married	19	43
Decide to stay single	26	13
Decide when to have/not have children	8	29

In managing time, students indicated management primarily on a day to day basis. Less than half indicated organizing on a longer term basis. This may have been due in part to the variable scheduling imposed by classes, and the involvement in more than one job or school plus a job. No significant differences were apparent between the two groups related to the time management items on the survey.

Students reported consistently high frequencies in the housing, home furnishings, and equipment area. Most students had had experience in selecting housing with the most frequent forms of housing being apartments and dorms. They had also had responsibility in caring for, arranging, selecting, and purchasing furnishings, as well as the selection and purchase of equipment. Interviewers noted that students cited examples of furnishings ranging from wall hangings to furniture items; examples in the equipment area were primarily related to small appliances, such as curling irons and hair dryers. Former students had also had experience in making simple home repairs. About half had renovated or restored furnishings. One significant difference was apparent; more 1978 students had assumed responsibilities in purchasing furnishings.

In personal development and relationships, the highest responsibility assumed was in developing new relationships. The majority of students reported new relationships with friends/agemates, bosses/supervisors, and teachers. Most students had participated in self improvement activities. Most students had made family living decisions since high school, including deciding to get married and/or deciding to stay single. Half of the students (49%, 58%) indicated they had had experiences which were personally

upsetting; the range of situations listed included death, illness, school, change/loss of job, divorce, and pregnancy.

Following high school, students in general had had limited responsibilities with children. Although many (47%, 71%) indicated new relationships with children, few students had made decisions to have/not have children (8%, 29%), and fewer students had assumed the responsibility of a parent (4%, 12%).

Significant differences were apparent between the two groups. Three years after high school, students were more likely to have developed new relationships with a boss or supervisor. They were also more likely to have made decisions to get married or to have/not have children, and to have developed relationships with a spouse, in-laws, and children.

Students had had a range of initial responsibilities in the textiles and clothing area. Most students had had responsibility for clothing selection, purchase, repair, and care, as well as planning a wardrobe. One third (28%, 34%) indicated constructing clothing on a regular basis. No differences were evident between the two groups.

Students were also asked to identify which of the six areas they considered most difficult. The highest percentage of students indicated that managing money was the most difficult (41%) seconded by managing time (20%)

Impacts of Homemaking Instruction

Most students (79%) stated that homemaking classes had assisted them prepare for independent living responsibilities. The majority of students indicated assistance in five of the six areas of responsibility.

The foods area was identified as being helpful by the highest number of students (85%). This was the area taken by the most students and yet it was also the area in which they had had limited initial responsibilities. Specific impacts cited by students included skill in food preparation, use of proper nutrition, and getting the most for the food dollar (see Table 3).

Homemaking instruction assisted 68% of the students spend money wisely. Students indicated impacts in cutting dollars spent, comparing prices, developing a plan for spending/budget, looking for consumer information, and getting the best quality for the money. Interviewers noted that impacts were also stated in relationships to other subject areas of the interview, thus supporting the integration concept of consumer content.

Impacts in time management were indicated by less than half (44%). The most frequently reported example was in planning the use of time. In identifying why home economics instruction had not helped in this area 27% did not feel that time managment was covered in homemaking classes.

Impacts in personal development and relationships were identified by 62% of the students. The areas most frequently reported were understanding others, improved relationships, improved communication, and dealing with problems relevant to me.

Specific examples in this area were diverse and represented, in part, the ability of programs to relate to individual needs and interests (see Appendix E, page 48). As examples, two students indicated that home economics helped them deal with an alcoholic parent. Several students stated that home economics enabled them to help others. Specific examples in-

Table 3. Areas in which Twenty-five Percent or More Indicated Help from Home Economics Classes

Area of Impact[a]	Total Percentage of Students Responding[b] (Number=155)
Foods	
Skill in food preparation	68
Use of proper nutrition	39
Getting the most for the food dollar	27
Spending money	
Cut dollars spent	39
Compare prices	37
Develop plan for spending/budget	33
Look for consumer information	32
Get best quality for money	29
Using time	
Plan use of time	37
Housing, home furnishings, equipment	
Plan use of space	32
Coordinate colors	26
Personal development and relationships	
Understand others	39
Improve relationships	38
Improve communications	30
Deal with issues/problems relevant to me	28
Clothing	
Clothing construction/repair	62
Selecting readymade clothing	36
Care of clothing	31

[a] Responses were categorized from open-ended questions.

[b] Percentage includes both groups.

cluded assisting a single parent family member assume parenting roles, helping handicapped persons, and dealing with foster children.

Assistance in the housing area was identified by 64%. The most frequently reported examples related to design: planning the use of space and coordinating colors. Students did indicate some assistance in consumer aspects, e.g., using guarantees (14%), and managing related expenditures (12%). However, impact did not parallel the breadth of responsibilities assumed. It should be noted that a low percentage of students (35%) had taken a specialized housing course.

Instruction in clothing helped 79% of the students. The areas most frequently cited were in clothing construction and repair, selecting ready-made clothing, and care of clothing.

Almost all students (96%) indicated personal gains from enrollment. They indicated greater confidence (48%), increased independence (33%), satisfaction (32%), and greater understanding of oneself and others (29%). One student stated that if it had not been for homemaking she probably would have dropped out of school.

Impacts of FHA-HERO Participation

Less than half (42%) had belonged to the Future Homemakers of America (FHA-HERO). Of those members, 65% indicated holding an office in the organization. Overall, FHA-HERO members (72%) indicated personal gains from participation in the organization. The most consistently reported gains were in relating to others (60%). Specific examples cited by students included relating to adults, handicapped, elderly, and people of the job. Students also reported gains in improved leadership abilities (36%), and

satisfaction from doing things for others (28%).

Recommendations for Homemaking Programs

Students had a wide range of recommendations for homemaking teachers. Comments ranged from general approaches to teaching to specific examples as to how home economics programs might best be effective. Many students (42%) initially indicated that they felt good about their programs as they were; these students then were asked to identify what aspects of programs they felt should continue.

Recurring themes in the recommendations were apparent. The most frequently identified was that programs should be realistic (41%). Students also indicated that teachers should understand students and their problems. (33%)

CONCLUSIONS AND RECOMMENDATIONS

North Dakota consumer homemaking programs were having an impact on former students. Based on impacts cited, programs were preparing students for homemaking roles they assumed. Impacts further encompassed personal development skills, those areas which provided a basis for success as homemakers and wage earners, e.g. confidence and satisfaction. Finally, throughout the studey as a whole and throughout many interviews in specifics, homemaking programs were able to deal with individual interests and needs.

This evaluation study was designed to provide a basis for the analysis of curriculum and the analysis of preservice and inservice content. As a result of the project, the following four recommendations for strengthening programs were made:

First, curriculum related to time management should be analyzed. Students identified time management as an area ranking second in difficulty, yet few students felt homemaking instruction had helped them in that area. Time, as a management concept, has been identified as an integral component of homemaking instruction; however, the results of the study indicated that more directed emphasis was necessary.

Second, the opportunity that students have to develop housing competencies should be reviewed. Although assistance in the housing area was identified by the majority of students, the impacts cited did not parallel the breadth of housing responsibilities, further few students had taken a semester housing class. Specific attention should be directed toward approaches whereby the broad range of housing competencies can be developed.

Third, a follow-up of former students four or more years after high school should be conducted. Such a study would provide feedback as more students enter the work force, change marital status, and assume the parenting role. Need for assessment of responsibilities and impacts was particularly evident in the parenting area.

Fourth, the follow-up of former students by local teachers was recommended. Such a follow-up would provide teachers with information specific to the local program. A basis for instrumentation has been developed through the current project; the system could be carried out in part by FHA-HERO students and advisory committee members. The merits of such involvement by local teachers were reflected by one project interviewer who commented "I learned more about home economics teaching in talking to former students than I did in four years of teaching."

In conclusion, many factors make a successful program. One factor is the willingness of teachers, teacher educators, and state staff to assess the impact of programs and to strengthen accordingly. Such a pr cess has been initiated in North Dakota, as consumer homemaking professionals strive for increasing relevance in the development of programs to prepare students for tomorrow's homemaking roles.

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Appendix A

NORTH DAKOTA CONSUMER-HOMEMAKING FOLLOW-UP SURVEY

Directions: (1) The Survey is divided into six sections:
- A. High School Background Information
- B. Post High School Background Information
- C. Homemaking Responsibilities
- D. Impacts of Homemaking Instruction
- E. Impacts of FHA-HERO Participation
- F. Recommendations for Homemaking Programs

(2) Section A (High School Background Information) is optional and should be obtained only if it is specifically warranted by purposes of the study. If utilized, the information should be obtained by the teacher through information available in the school. In all cases the data should be strictly confidential.

(3) All other sections are designed to be used through telephone or on site interviews. The sections may be used in total or in part.

G. Crawford
UND - HEcN
June 1, 1981

A. High School Background Information

1. Year of completion: _____

2. Sex: ___ Male
___ Female

3. Check student's status that year:
___ Graduated from high school
___ Dropped out of school
___ No information available

4. Give the number of semesters the student took the following homemaking classes from grades 9-12.

___ Comprehensive homemaking
___ Child development
___ Clothing and textiles
___ Consumer education
___ Family health
___ Family relations
___ Food and nutrition
___ Home management
___ Housing & home furnishings
___ Other (list)_____

5. Check student rank in relation to graduating class.

___ Upper 25%
___ Upper 25-50%
___ Lower 50-75%
___ Lower 75-100%
___ Not applicable
___ Not available

6. When the student was in high school, could he/she have been classified in the following? (Check those that apply).

Yes	No	No Information	
___	___	___	Mentally handicapped
___	___	___	Hard of hearing
___	___	___	Deaf
___	___	___	Speech impaired
___	___	___	Visually impaired
___	___	___	Seriously emotionally impaired
___	___	___	Crippled
___	___	___	Learning disabled
___	___	___	Disadvantaged

B. Post High School Background Information

1. HOW MANY JOBS HAVE YOU HELD SINCE HIGH SCHOOL?
   (Give number) ____

2. WHAT IS YOUR CURRENT JOB? (Describe) _____
   ___ Unemployed
   ___ Full-time employed
   ___ Part-time employed
   ___ Full-time homemaker

3. HAVE YOU ENROLLED IN ANY FORMAL EDUCATIONAL PROGRAM?
   ___ No
   ___ Yes
   If yes, DESCRIBE
   ___ GED
   ___ Adult education (no-credit)
   ___ Vocational-technical program
   ___ Two year college program
   ___ Four year college program
   WHAT IS/WAS YOUR PROGRAM MAJOR? _____

   WHAT IS YOUR CURRENT STATUS?
   ___ Completed
   ___ In progress
   ___ Dropped out (Explain: _____)
   ___ Other (Specify: _____)

4. WHAT IS YOUR MARITAL STATUS?
   ___ Single ___ Separated
   ___ Married ___ Widowed
   ___ Divorced
   IF MARRIED, WHAT IS YOUR SPOUSE'S PRESENT EMPLOYMENT?
   (Describe: _____)
   ___ None
   ___ Full-time
   ___ Part-time

5. DO YOU HAVE CHILDREN?
   ___ No
   ___ Yes
   IF YES, HOW MANY? (Give number) ___

6. WHERE ARE YOU CURRENTLY LIVING?
   ___ At home with parents
   ___ In rental property (include dorm)
   ___ In home which you own

7. ARE YOU SHARING YOUR LIVING SPACE WITH SOMEONE ELSE?
   ___ No
   ___ Yes

C. Homemaking Responsibilities

NEXT, I'D LIKE TO FIND OUT WHAT HOMEMAKING OR INDEPENDENT LIVING RESPONSIBILITIES YOU HAVE HAD SINCE HIGH SCHOOL.

1. WHAT RESPONSIBILITIES HAVE YOU HAD IN THE FOODS AREA?

___ Have a budget ___ Use budget
___ Plan most foods which you eat ___ Plan most foods which your family eats
___ Buy most foods for yourself ___ Buy most foods for your family
___ Prepare food for yourself ___ Prepare food for your family
___ Select mostly from choices available in dorm ___ Prepare foods to supplement what is served
___ Prepare special meals when entertaining
___ Select from menu when eating out
___ Plan/prepare foods for special diets ___ Pregnancy ___ Lactation ___ Infant/toddler ___ Weight problem ___ Illness ___ Geriatrics ___ Other (specify: _____)
___ Preserve food

2. WHAT EXPERIENCES HAVE YOU HAD IN MANAGING RESOURCES?
a. Money

___ Manage your own personal finances
___ Have a budget ___ Use a budget

___ Use consumer information (If yes, what kind are you using?)
- ___ Labels
- ___ Sale information
- ___ Warranties, guarantees
- ___ Information on product energy efficiency (e.g., car, electrical appliance

___ Use credit If so, WHAT KIND?
- ___ Credit card
- ___ Home loan
- ___ Student loan
- ___ Car/truck loan
- ___ Other (Specify: _____)

IF YES, WHAT WOULD YOU ESTIMATE IS THE TOTAL AMOUNT THAT YOU NOW HAVE OUT IN LOANS?
- ___ 0
- ___ $1-$249
- ___ $250-$999
- ___ $1,000-$4,999
- ___ $5,000-$9,999
- ___ $10,000-$19,999
- ___ $20,000-$39,999
- ___ $40,000 or more
- ___ Uncertain

___ Purchase insurance. If yes, WHAT TYPES?
- ___ Car/truck
- ___ Home
- ___ Health/Accident
- ___ Life
- ___ Other (Specify: _____)

___ Have savings

___ Have investments (e.g., land, stocks, bonds)

___ Have retirement plan

___ Have will

b. Time

___ Organize time on day to day basis
___ Organize time on a longer basis (e.g., week to week)

3. WHAT EXPERIENCES HAVE YOU HAD IN THE HOUSING, HOME FURNISHINGS, EQUIPMENT AREA?

___Select housing
- ___ Dorm
- ___ Trailer
- ___ Apartment
- ___ House
- ___ Other (Specify: _____)

___ Select furnishings
___ Purchase furnishings
___ Arrange furnishings

___ Select equipment/appliances
___ Purchase equipment/appliances

___ Care for furnishings
___ Make simple home repairs
___ Use consumer services for home repairs

___ Plan storage

___ Renovate/restore housing
___ Renovate/restore furnishings

4. HOW ABOUT EXPERIENCES IN PERSONAL DEVELOPMENT/ RELATIONSHIPS?

___ Develop new relationships
- ___ Spouse
- ___ In-laws
- ___ Roommate
- ___ Friends/agemates
- ___ Children
- ___ Boss/supervisor
- ___ Teachers
- ___ Others (specify. _____)

___ Make family living decisions
IF YES, WHAT DECISIONS HAVE YOU MADE?
- ___ Decided to stay single
- ___ Decided to get engaged
- ___ Decided to get married
- ___ Decided when to have/not have children

Assume role of parent
- ___ Give consideration to prenatal care
- ___ Manage child's daily routine
- ___ Obtain child care services
- ___ Care for aging parent

___ Participate in self improvement activities

___ HAS ANYTHING HAPPENED TO YOU SINCE HIGH SCHOOL SCHOOL THAT HAS BEEN UPSETTING TO YOU?*
If yes, what?

___ Death	___ Pregnancy
___ Divorce (own)	___ School
___ Divorce (family)	___ Illness
___ Change in job	___ Other (Specify: _____)
___ Loss of job	

5. WHAT EXPERIENCES HAVE YOU HAD IN THE TEXTILES AND CLOTHING AREAS?

___ Plan wardrobe

___ Select clothing
___ Buy clothing
___ Construct clothing

___ Care for soiled clothing
___ Repair clothing

___ Make clothing decisions for others

6. OVERALL

WE'VE TALKED ABOUT LOTS OF AREAS IN WHICH YOU'VE HAD RESPONSIBILITIES: FOODS, MANAGING MONEY AND TIME, HOUSING, PERSONAL DEVELOPMENT, CLOTHING.

OF THOSE AREAS, WHICH HAVE YOU FOUND MOST DIFFICULT?

___ Foods
___ Managing money
___ Managing time
___ Housing
___ Personal development/relationships
___ Clothing
___ Can't think of any

*Please note item is of a personal nature; teachers who conduct their own follow-up surveys may delete the item depending on the purposes of their studies.

D. Impacts of Homemaking Instruction

1. WHAT HOMEMAKING CLASSES HAVE YOU HAD IN 9-12 GRADES?

___ Comprehensive homemaking
___ Child development
___ Clothing and textiles
___ Consumer education
___ Family health
___ Food and nutrition
___ Home management
___ Housing, home furnishings, equipment
___ Other (List: _____)

WHY DID YOU TAKE THOSE CLASSES? (Record response)

2. LET'S THINK ABOUT THOSE HOMEMAKING RESPONSIBILITIES YOU HAVE ASSUMED. HAVE THOSE HOME ECONOMICS CLASSES THAT YOU LISTED HELPED YOU IN ANY WAY IN PERFORMING TASKS RELATED TO ...

a. ... Foods?

___ No
___ Yes
___ Not sure

IF YES, IN WHAT WAY?

IF NO, WHY NOT?

b. ... SPENDING YOUR MONEY MORE WISELY?

___ No
___ Yes
___ Not sure

IF YES, IN WHAT WAY?

IF NO, WHY NOT?

c. ... USING YOUR TIME BEST?

___ No
___ Yes
___ Not sure

IF YES, IN WHAT WAY?

IF NO, WHY NOT?

d. ... HOUSING, HOME FURNISHINGS, EQUIPMENT?

___ No
___ Yes
___ Not sure

IF YES, IN WHAT WAY?

IF NO, WHY NOT?

e. ... PERSONAL DEVELOPMENT/RELATIONSHIPS?

___ No
___ Yes
___ Not sure

IF YES, IN WHAT WAY?

IF NO, WHY NOT?

f. ... CLOTHING?
___ No
___ Yes
___ Not sure
IF YES, IN WHAT WAY?

IF NO, WHY NOT?

3. WHAT WOULD YOU HAVE LIKED TO HAVE HAD IN THOSE CLASSES THAT WOULD HAVE HELPED YOU WITH THE RESPONSIBILITIES YOU HAVE NOW?

4. LET'S CONSIDER ALL THOSE HOME ECONOMICS CLASSES THAT YOU TOOK. DID YOU PERSONALLY GAIN ANYTHING FROM TAKING THOSE CLASSES?
___ Yes
___ No
WHAT DID YOU GAIN?

5. YOU TOOK SEVERAL SEMESTERS OF HOME ECONOMICS FROM GRADES 9-12. LET'S SAY THAT YOUR SCHOOL DIDN'T HAVE HOME ECONOMICS. WHAT WOULD YOU HAVE TAKEN? WHY?

E. Impacts of FHA/HERO Participation

1. DID YOUR SCHOOL HAVE AN FHA CHAPTER?
   ___ No (If no, proceed to Section F)
   ___ Yes

2. DID YOU BELONG TO FHA?
   ___ No
   ___ Yes
   IF NO, WHY NOT?

3. IF YES, WHAT YEARS?
   ___ 9th
   ___ 10th
   ___ 11th
   ___ 12th

   WHY DID YOU BELONG?

4. DID YOU HOLD AN OFFICE?
   ___ Yes (Specify: _____)
   ___ No

5. DID YOU GAIN ANYTHING FROM BELONGING TO FHA?
   ___ No
   ___ Yes
   IF YES, WHAT DID YOU GAIN?

F. Recommendations for Homemaking Programs

1. DO YOU THINK THAT HOME ECONOMICS CLASSES SHOULD HELP PREPARE STUDENTS FOR FUTURE INDEPENDENT LIVING RESPONSIBILITIES?
   ___ No
   ___ Yes

2. DO YOU THINK YOUR HOME ECONOMICS CLASSES DID HELP PREPARE YOU FOR FUTURE INDEPENDENT LIVING?
   ___ No
   ___ Yes

3. DID YOU RECEIVE ANY OTHER BACKGROUND WHICH HELPED YOU IN INDEPENDENT LIVING?
   ___ No
   ___ Yes

   IF YES, LIST SOURCES.

4. WAS YOUR HOME ECONOMICS BACKGROUND DIFFERENT?
   ___ No
   ___ Yes

   HOW WAS IT DIFFERENT?

5. LET'S SAY THAT YOU HAVE AN OPPORTUNITY TO MAKE RECOMMENDATIONS FOR HOME ECONOMICS PROGRAMS. WHAT OVERALL RECOMMENDATIONS WOULD YOU HAVE FOR HOME ECONOMICS TEACHERS?

THAT TAKES CARE OF THE QUESTIONS I HAVE FOR YOU. DO YOU HAVE ANY QUESTIONS FOR ME?

THANKS FOR YOUR HELP!!

Appendix B

NORTH DAKOTA CONSUMER HOMEMAKING FOLLOW-UP PROJECT:
STUDENT SELECTION PROCEDURE

School: _____

Quota of 1978 students _____

Quota of 1980 students _____

Step 1: Locate a complete listing of those students who graduated/left school in 1978 and in 1980. Such a list will likely be filed with your school counselor or in your central administrative office. (If the 1978 and 1980 lists do not merge dropouts with graduates and cannot be merged in a simple manner, then use the graduation lists from those two years; then note that you used the graduation lists when you return your packet.)

Step 2: For the 1978 list, identify the first student who has had three or more semesters of homemaking from grades 10-12 and whose name appears after the letters _____. Continue selecting alphabetically to meet your quota. If you are at the end of the alphabet, continue to A.

Step 3: For the 1980 list, identify the first student who has had three or more semesters of homemaking from grades 10-12 and whose name appears after the letters ___. Continue selecting alphabetically to meet your quota. If you are at the end of the alphabet, continue to A.

Step 4: On the STUDENT CONTACT DATA form, identify current parent address and phone, and if at all possible, current student address and phone. The latter information will be most helpful to us and your assistance in obtaining it is greatly appreciated. If information for neither the parent nor the student is available, then select the next student who qualifies.

This step may require the use of a telephone directory or personal contact with the parent/student. If personal contact is made, then explain that the student's name has been selected to participate in a statewide follow-up of former homemaking students. Contact will be made in late February or early March to secure consent to participate and to schedule a telephone interview at his/her convenience. The interview itself will take approximately 20 minutes.

(CONTINUED)

Step 5: Complete STUDENT BACKGROUND DATA from school information available. For item 6, the definitions for handicapped or disadvantaged follow those you have used previously in vocational reports. A copy of the State Board for Vocational Education "Identifying Handicapped/Disadvantaged Persons" is included.

Step 6: Return STUDENT CONTACT DATA and BACKGROUND DATA for the number in your quota to me by Monday, February 2.

UND/SBVE
1/13/81

Appendix C

Participating Schools and Coordinating Teachers

Dakota High School
Helen Sutton
Arthur, N.D.

Belfield High School
Paulette Dorval
Belfield, N.D.

Bisbee High School
Marie Wolsky
Bisbee, N.D.

Bismarck Senior High School
Valerie Otto
Bismarck, N.D.

Century High School
Marlys Erickson
Bismarck, N.D.

Bottineau High School
Kathleen Grosz
Bottineau, N.D.

Bowman High School
Laurie Varley
Bowman, N.D.

Central Valley High School
Alice Holtz
Buxton, N.D.

Carrington High School
Joanne Backlund
Carrington, N.D.

Carson High School
Roselyn Huber
Carson, N.D. 58529

Richland High School
Claire Althoff
Colfax, N.D. 58018

Des Lacs/Burlington High School
Sheila Guvakosky
Des Lacs, N.D.

Devils Lake Central High School
Evelyn Piper
Devils Lake, N.D.

Dickinson High School
Diana Grosz
Dickinson, N.D.

Edgeley High School
Meryl Buckeye
Edgeley, N.D.

North High School
Ruth Anderson
Fargo, N.D.

South High School
Mary Hoffmann
Fargo, N.D.

Fessenden High School
Twila Zidon
Fessenden, N.D.

Finley-Sharon High School
Deborah Hagen
Finley, N.D.

Gackle High School
Sandra Schlenker
Gackle, N.D.

Garrison High School
Beverly Staveteig
Garrison, N.D.

Glen Ullin High School
Beverly Schuh
Glen Ullin, N.D.

Grafton High School
Denise Schmidt
Grafton, N.D.

Central High School
Alice Sheppard
Grand Forks, N.D.

Red River High School
Barbara Helt
Grand Forks, N.D.

North Sargent High School
Margie Asche
Gwinner, N.D.

Hatton High School
Eileen Mork
Hatton, N.D.

Hazen High School
Linda Quast
Hazen, N.D.

Hebron High School
Tara Weber
Hebron, N.D.

Hillsboro High School
Elaine Laxdal
Hillsboro, N.D.

Midway High School
Barbara Danner
Inkster, N.D.

Jamestown High School
Joan Nayes
Jamestown, N.D.

Killdeer High School
Candice Benz
Killdeer, N.D.

Larimore High School
Kathy Yunker
Larimore, N.D.

Leeds High School
Jane Brown
Leeds, N.D.

Lisbon High School
Gwen Martin
Lisbon, N.D.

Litchville High School
Cheryl Fair
Litchville, N.D.

Mandan Senior High School
Donna McCabe
Mandan, N.D.

Mayville-Portland High School
Lois Lovas
Mayville, N.D.

Medina High School
Diana Giese
Medina, N.D.

Magic City Campus School
LaDonna Elhardt
Minot, N.D.

Napoleon High School
Carol Graner
Napoleon, N.D.

New Rockford High School
Gail Weisenburger
New Rockford, N.D.

Page High School
Donna Utke
Page, N.D.

Park River High School
Laurie Larson
Park River, N.D.

Parshall High School
June Strand
Parshall, N.D.

Unity High School
Jennifer Barney
Petersburg, N.D.

Plaza High School
Kim Hodenfield
Plaza, N.D.

North Central High School
Debra Rham
Rock Lake, N.D.

North Central High School
Joyce Johnson
Rogers, N.D.

Rolla High School
Romayne Albrecht
Rolla, N.D.

Rugby High School
Carrie Butts
Rugby, N.D.

Scranton High School
Bertha Olson
Scranton, N.D.

Steele High School
Hollies Maas
Steele, N.D.

Turtle Lake-Mercer High School
Sheila Link
Turtle Lake, N.D.

Underwood High School
Faye Miller
Underwood, N.D.

Valley City High School
Pauline Lentz
Valley City, N.D.

Velva High School
Alice Westby
Velva, N.D.

Senior High School
Nadine Torgerson
Wahpeton, N.D.

Walhalla High School
Beverly Waters
Walhalla, N.D.

Washburn High School
Ardyth Kurle
Washburn, N.D.

McKenzie High School
Betty Schumacher
Watford City, N.D.

West Fargo High School
Joan Hall
West Fargo, N.D.

Williston Senior High School
Beverly Witt
Williston, N.D.

Willow City High School
Heidi Danielson
Willow City, N.D.

Appendix D: North Dakota Consumer Homemaking Follow-up Survey: Data Breakdown

A. High School Background Information

		Total Percentage of Students Responding (Number=155)
1. Sex:	Female -	93
	Male -	7
2. High School Status		
	Graduated	99
	Dropped out	1
3. Classes which students took:		
	Food & Nutrition	78
	Comprehensive Homemaking	67
	Family Relations	66
	Child Development	53
	Clothing & Textiles	53
	Housing & Furnishings	35
	Consumer Education	7
	Home Management	3
	Family Health	2
	Other	12
4. Rank		
	Upper 25%	29
	Upper 25-50%	32
	Lower 50-75%	21
	Lower 75-100%	13
	Not available	5
5. Handicapped/disadvantaged		
	Mentally handicapped	1
	Hard of hearing	1
	Speech impaired	1
	Visually impaired	2
	Crippled	1
	Learning disabled	1
	Disadvantaged	4
	Total for which information available	65
	Total for which information not available	35

B. Post High School Background Information

	Percentage of Students		
	1980 (Number=77)	1978 (Number=78)	Difference Between Years
1. Employment status:			
Full-time job	23	48	
School & part-time job	36	14	
School only	25	14	
School & full-time job	4	7	
Part-time job	4	7	
Unemployed	5	5	
Full-time & part-time jobs	1	4	
Part-time & part-time jobs	1	0	
Other	1	1	
2. Enrollment in educational program:			
Yes	73	67	
No	27	33	
If yes, describe			
Four year college	35	40	
Two year college	27	13	
Vocational-technical	12	14	
Adult education (no credit)	0	0	
Status			*
In progress	64	35	
Dropped out	6	17	
Completed	3	16	
3. Marital status:			
Single	91	70	
Married	9	30	
Spouse's employment			*
Full-time job	5	25	
Unemployed	0	2	
Full-time & part-time jobs	4	0	
Part-time job	0	3	
4. Children			*
No	99	90	
Yes	1	10	

[a] A "*" indicates significant differences between groups.

	Percentage of Students		
	1980 (Number=77)	1978 (Number=78)	Difference Between Years
Number			*
1	1	8	
2	0	3	
5. Residence			*
In rental property	60	65	
At home with parents	37	20	
In own home	3	14	
Other	0	1	
Living space shared			
Yes	96	91	
No	4	9	

C. Homemaking Responsibilities

	Percentage of Students Assuming Responsibilities		
	1980 (Number=77)	1978 (Number=78)	Differences Between Years
1. Foods			
Select from menu when eating out	86	90	
Prepare special meals when entertaining	69	75	
Prepare foods for yourself	55	79	
Buy most foods for self	45	74	*
Preserve food	53	53	
Plan most food which you eat	33	62	*
Plan/prepare foods for special diets	45	51	
Weight problem	32	27	
Infant/toddler	10	12	
Illness	10	9	
Pregnancy	4	11	
Lactation	1	4	
Geriatrics	5	1	
Other	8	12	
Prepare foods for your family	32	46	
Buy most foods for your family	28	48	*
Have budget	27	44	
Use budget	24	38	
Prepare foods to supplement what is served	39	21	*
2. Managing resources			
a. Money			
Use consumer information	99	100	
Labels	85	100	
Sale information	95	90	
Warranties, guarantees	85	87	
Energy efficient	47	60	
Manage my own personal finances	97	99	
Have savings	82	86	
Use credit	55	70	
Student loan	27	33	
Car/truck loan	17	29	
Credit card	14	16	
Home loan	1	13	
Other	8	14	

	Percentage of Students Assuming Responsibilities 1980 (Number=77)	1978 (Number=78)	Differences Between Years
Amount			
0	5	0	
$1-249	6	5	
$250-999	9	10	
$1 000-4,999	26	27	
$5,000-9,999	3	10	
$10,000-19,999	1	5	
$40,000 or more	0	4	
Uncertain	4	7	
Have a budget /plan for spending	64	55	
Purchase insurance	44	69	*
Car/truck	37	57	*
Health/accident	21	46	*
Life	14	39	*
Home	5	17	*
Other	5	1	*
Use a budget/plan for spending	58	47	
Have investments	22	23	
Have retirement plan	6	20	*
Have will	1	1	
b. Time			
Organize time on a day to day basis	73	81	
Organize time on a longer basis (week to week)	46	44	
3. Housing, home furnishings and equipment			
Care for furnishings	94	95	
Select housing	91	92	
Apartment	22	34	
Dorm	33	16	
House	10	14	
Trailer	5	13	
Other	22	16	
Arrange furnishings	91	87	
Plan storage	85	86	
Select equipment/appliances	80	84	
Select furnishings	74	87	
Purchase equipment/appliances	71	79	
Make simple home repairs	74	73	

	Percentage of Students Assuming Responsibilities		
	1980 (Number=77)	1978 (Number=78)	Differences Between Years
Purchase furnishings	55	77	*
Renovate/restore furnishings	54	47	
Use consumer services for home repairs	42	49	
Renovate/restore housing	32	36	
4. Personal development/ relationships			
Develop new relationships	97	100	
Friends/agemates	94	100	
Boss/supervisor	60	81	*
Children	47	71	*
Teachers	58	52	
Roommate	42	43	
Spouse	12	31	*
In-laws	10	33	*
Others	18	26	
Participate in self improvement activities	62	74	
Make family living decisions	51	61	
Decide to get married	19	43	*
Decide to stay single	26	13	*
Decide when to have/not have children	8	29	*
Decide to get engaged	8	7	
Has anything happened since high school that has been upsetting to you?			
Yes	49	58	
What?			
Death	19	29	
Illness	8	17	
School	13	12	
Change in job	5	9	
Divorce (family)	5	7	
Loss of job	4	4	
Pregnancy	4	1	
Divorce (own)	0	1	
Other	12	16	

	Percentage of Students Assuming Responsibilities		
	1980 (Number=77)	1978 (Number=78)	Differences Between Years
Assume role of parent	4	12	
Give consideration to prenatal care			
Manage child's daily routine	3	9	
Obtain child care services	3	8	
5. Textiles & clothing			
Select clothing	100	99	
Buy clothing	94	100	
Repair clothing	90	92	
Care for soiled clothing	85	91	
Plan wardrobe	89	88	
Make clothing decisions for others	50	60	
Construct clothing	28	34	
6. Overall: Area considered most difficult			
Managing money	39	43	
Managing time	24	16	
Foods	13	14	
Personal/family development/ relationship	6	5	
	6	5	
Clothing	6	4	
Housing	3	5	
Can't think of any	9	13	

D. Impacts of Homemaking Instruction

	Total Percentage of Students Responding[b] (Number=155)
1. Why did you take those classes?	
I took out of personal interest/enjoyment in the subject	77
I knew I could use now or in future	53
I wanted to learn about clothing construction	8
food preparation	5
both	11
It was required	12
I was influenced by my friends	12
I took for the credit	11
2. Have those home economics classes that you listed helped you in any way in performing tasks related to ...	
a. Foods?	
Yes	85
No	8
Not sure	3
N/A	4
(1) If yes, in what way?	
Skill in food preparation	68
Use of proper nutrition	39
Getting the most for my food dollar	27
Making food/meals attractive	14
Skill in substitutions and shortcuts	3
(2) If no, why not?	
Learned mostly from home	8
b. Spending your money more wisely?	
Yes	68
No	25
Not sure	7
N/A	0
(1) If yes, in what way?	
Cut dollars spent	39
Compare prices	37
Develop plan for spending/budget	33
Look for consumer information	32
Get best quality for my money	29

b Percentage includes both groups.

	Total Percentage of Students Responding (Number=155)
(2) If no, why not?	
Learned mostly from home/personal experience	14
Don't remember covering	11
I'm not oriented toward spending money wisely	3
c. Using time best?	
Yes	44
No	47
Not sure	8
N/A	1
(1) If yes, in what way?	
Plan use of time	37
Prepare meals/foods	14
(2) If no, why not?	
Don't remember covering	27
I'm not oriented toward managing time	12
Learned mostly from home/personal experience	11
d. Housing, home furnishings and equipment	
Yes	64
No	19
Not sure	5
N/A	12
(1) If yes, in what way?	
Plan use of space	32
Coordinate colors	26
Upkeep of furnishings	14
Check warranties/guarantees	14
Manage related expenditures	12
(2) If no, why not?	
Learned mostly from home/personal experience/other classes	12
Don't remember covering	7
Haven't put to use yet	3
e. Personal development/relationships?	
Yes	62
No	30
Not sure	5
N/A	3

	Total Percentage of Students Responding (Number=155)
(1) If yes, in what way?	
Understand others	39
Improve relationships	38
Improve communications	30
Deal with issues/problems relevant to me	28
Make family living decisions	11
(2) If no, why not?	
Don't remember covering	16
Relationships have never been a problem	8
Learned at (1) home	6
(2) church	1
(3) both	1
f. Clothing?	
Yes	79
No	10
Not sure	1
N/A	10
(1) If yes, in what way?	
Clothing construction	47
repair	8
both	7
Selecting readymade clothing	36
Care of clothing	31
Coordinating wardrobe	19
Choosing what looks good on me	16
(2) If no, why not?	
I'm not into sewing now	5
I learned from other sources	3
3. What would you have liked to have had in those classes to help you with the responsibilities you have now?	
Can't think of anything	31
Managing money	29
Different techniques in preparing food	14
Managing time	11
Family planning	1

	Total Percentage of Students Responding (Number=155)
4. Did you personally gain anything from taking those classes?	
Yes	96
No	4
If yes, what did you gain?	
More knowledge in areas of home economics	61
Greater confidence	48
Increased independence	33
Satisfaction	32
Greater understanding of myself/others	29
5. You took several semesters of home economics. Let's say your school didn't have home economics; what would you have taken?	
Other vocational subjects	40
Don't know	14
Math	10
English	4
Others	31

E. Impacts of FHA-HERO Participation

	Total Percentage of Students Responding	Percentage Based on
1. Did your school have an FHA chapter?		All Students
Yes	92	(Number=155)
No	2	
Not sure	6	
2. Did you belong to FHA?		All Students
Yes	42	(Number=155)
No	57	
Not applicable	1	
If no, why not?		Non-FHA Students
Of no interest to me	40	(Number=88)
I had no time	35	
Never heard much about it	24	
Mostly for girls	12	
If yes, what years?		FHA Students
9th	80	(Number=65)
10th	85	
11th	71	
12th	66	
3. Why did you belong?		FHA Students
Fun activities	52	(Number=65)
Big thing at my school	9	
Both fun activities and big thing in our school	17	
It was an opportunity to meet others	28	
I needed to belong to something	11	
It was required	8	
4. Did you hold an office?		FHA Students
Yes	65	(Number=65)
No	35	
5. Did you gain anything personally from belonging to FHA?		FHA Students (Number=65)
Yes	72	
No	28	
If yes, what did you gain?		FHA Students
Relate to others	60	(Number=65)
Leadership	36	
Satisfaction from doing things for others	28	
Got to know teacher better	4	

F. Recommendations for Homemaking Programs

	Total Percentage of Students Responding (Number=155)
1. Do you think home economics classes should help prepare students for future independent living responsibilities?	
Yes	99
No	1
2. Do you think your classes prepared you for future independent living responsibilities?	
Yes	79
No	7
Not sure	2
Missing data	12
3. Have you received any other background which has helped in independent living?	
Yes	84
No	14
If yes, list sources	
Home/family	71
4-H	10
Job	10
Friends	8
4. Was your home economics background different?	
Yes	41
No	50
How was it different?	
More detail at school	20
Got more detail from other sources	11
Had experience at school, didn't have at home	8
School gave more than one point of view	7
Learned at own pace at home; learned at class pace at school	5
5. What overall recommendations would you have for home economics teachers in the state?	
Felt good about home economics program/teacher I had	42
Be realistic	41
Understand students and their problems	33
Let students interact with those who have had real experiences	14
Can't think of any	8

Appendix E. Anecdotes

NOTE: This section was composed of anecdotes from the interviews. It was designed for teacher reference only and should not be used in instruction.

1. This young woman graduated in the lower quarter of her graduating class three years ago. She was listed as learning disabled and disadvantaged. The first year after high school, she had a job but overextended herself on credit. After paying her debts, she moved to an urban area and advertised to do housekeeping. She quickly discovered the demand for such services and set up her own business.

She identified high school home economics as being more related to her personal life than the math and history classes she had to take. Through home economics she learned a lot about herself and what she liked to do in life. For example, she learned she especially liked to cook and to work in the home. She also learned about the importance of a good attitude and about how important it is to think positive.

* * * * * * * *

2. This young woman graduated from high school in 1980. High school graduation was a factor to which she gave special note. As a student she was described as mentally handicapped, slightly crippled, and disadvantaged.

At the time of the interview, she lived with her family and had no job. She said she had basically no homemaking responsibilities because her mom did most everything. The most upsetting thing that had happened to her since high school was when her mom yells at her.

She couldn't think of many ways home economics had helped her because her mom had all the responsibility. When asked if she gained anything personally from home economics, she responded: "yes ... confidence." She explained that when her class had an open house, she brought one person. It made her feel good to bring someone to see what she had done and for the class to see she had family too.

* * * * * * * *

3. This student graduated one year ago. She is married and has a full time job in her home as a babysitter for seven children. She commented that "I tried quitting once, but I was so lonesome I couldn't stand it."

She took home economics because "I've always wanted to work with children. All the courses I took in high school were to help me better prepare for my job as a child care aide." She acknowledged that home economics classes probably kept her in school. "I don't know if I would have stuck it out.... I probably would have just gotten married and started off with my job."

4. This young woman graduated in the lower quarter of her class three years ago. She has since married, and has an infant son. She is a full time homemaker and her husband farms. As a new bride she wasn't too fond of housekeeping, let things go, but soon discovered managing was important.

Repeatedly, she described her biggest gain from home economics was learning about responsibility. She learned about the responsibilities one has in a family, e.g., caring for a family, cleaning house, having meals on time. She would have liked to have had more on married life, especially what it's like to go on a budget and to have kids.

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5. This male student's parents had been divorced for six years. He lived with his father and his younger sister. He noted that "It's hard living with one parent and keeping a friendly relationship with them as two separate people."

From grades 9-12, he took six semesters of home economics because he wanted to help take responsibility around the house. He said home economics helped him in performing household tasks, and in managing his money from his sheep ranch operation.

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6. During high school, this female student's father had an alcohol problem. A unit on alcoholism in family living class helped her deal with the problem. She said, "the unit made me seek help for myself. I was the one suffering through my father's illness." She developed a strong relationship with her pastor and other members of the community. "I feel that home economics classes kept me in my family by understanding the problem and knowing where to seek help."

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7. This female student would have liked to have had more background in high school home economics in the area of personal relationships. However, she commented "I don't think we could have talked about relationships serious in high school. Nobody has really experienced adult life situations (life, divorce, sex, marriage). I don't think high school is a good place to talk about this. Kids don't listen or care."

8. This male student enthusiastically commented "I had excellent (home economics teachers). In fact, they were the best I had in high school... They were more personal. They knew how the world was.... my home economics teachers knew how to cope with the world."

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9. This female student is married and has two children. She works part-time as a maid in a motel. Her husband is in construction, but is currently unemployed. She had one recommendation to home economics teachers: "They should teach kids to realize it's hard."

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10. This female former student was using her home economics background to help others. She said, (Sic) "By learning and knowing the skills in homemaking, it gives me a good feeling to know I can help people who can't help themselves."

She was majoring in family relations and minoring in special education. She noted that she loves to work with handicapped persons.

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11. This female now has a part-time and a full-time job. She noted numerous impacts from home economics in managing time and money. In addition, her home economics classes in personal development and family relationships led her to another job responsibility. She serves as a foster supervisor for children who are having problems at home. (Sic) "Family Living has helped me in dealing with problems I face with these kids. I have to deal with their grief and the many, many family problems they have."

The child development class also helped her view of children. As a result of the class, she was able to help her older sister through a pregnancy; she also helped with the baby of which her sister was scared to death.

"I owe it all to Home Economics. Thanks."

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12. This 1978 graduate is now a full-time student majoring in fasnion merchandising and is a part-time sales clerk in a clothing store. She belonged to FHA for three years and held offices as Chapter Vice President and President, and as District President. She said she gained leadership and self-confidence from belonging to FHA. She added: (Sic) "Before, I was really afraid to get up before a bunch of people. Then, I decided to run for District President and I made myself do it... (I'm) really glad I did; (it) sure has helped me in my job and in relating to people."

Appendix F Case Studies

NOTE: This section was developed from actual interviews with former students. The names have been changed to protect student anonymity. The case studies were designed to be used as a basis for class discussion.

Monica

Monica wasn't too excited about much of anything in high school: "I just took classes to get the credits I needed to graduate". Graduation was three years ago and Monica has had seven jobs since high school. Those jobs were mostly as a maid or a waitress, part-time or full-time. She'd take anything she could get.

Right now, she's unemployed and her biggest problem is managing money. That includes: paying for the car, the efficiency apartment, food, and all those many expenses that come with living independently. She just lives from week to week on her unemployment check.

When asked what she would be doing in five years, she said she would like to have a good job and to live in a nice house. To her, a good job was one which was steady and one in which you got along with fellow workers and the boss. She isn't real sure how she is going to get there from here.

Darrell

Darrell graduated from high school three years ago. He entered college with a major in art, but lost interest so he dropped out. He took a job as a laborer with a construction firm.

Now he is discovering that the paycheck isn't stretching as far as it used to. In fact, after two years of living on his own, he has decided that the responsibility of living independently is just too much to take, and he doesn't want to stay single any longer.

Deidre

In high school, Deidre couldn't wait to be on her own, to marry, and to move out of state. She got married just before graduation three years ago. She and her husband moved to a distant state, bought a trailer and now have two children (ages 3 and 1).

But Deidre has found that jobs are tight when skills are limited. The most she's been able to find lately is working as a part-time maid for a small motel nearby. Her husband is in construction, but work has slowed down to the point where he is now out of work.

Kiki

Kiki graduated three years ago, and has recently moved away from the family home into an apartment by herself. She describes her family background as being the youngest in the family and leading a very sheltered life. At home, everything was done for her. Her parents paid her tuition, gave her spending money, and even bought her a new car. She had never purchased insurance, gotten tags for her car, filled out her own income tax forms, or even scheduled a doctor's appointment for herself.

She has recently made the decision to get married in three months. The fellow she is marrying is about six years older, has been married previously and has custody of his three children (ages 2, 4, 6). She is unsure about being a mother to three children, but is sure that with her common sense, everything will work out okay.

Michele

Michele graduated from high school three years ago. Continuing school wasn't for her, so just afterward, she got a steady job as a waitress. With her new job she found she had quite a few new expenses: a car, a television, her apartment, Christmas presents, and living expenses. She quickly became over extended on credit. "My creditors were writing, calling, and knocking down the door".

That's when she decided the situation had to change. One year following high school, she tore up her credit cards and she settled her debts. She then moved to an urban area in a nearby state and advertised to do housekeeping. She quickly discovered the demand for such services and set up her own business. Since then, her business has grown to the point where her careful records show scheduled commitments for the next two months solid.

How does she like what she's doing? "I enjoy the work. I love the freedom and the responsibility of being my own boss."